

ANNOTATED BIBLIOGRAPHY

Andrews, R. L., & Soder, R. (1987). Principal leadership and student achievement. *Educational Leadership*, 44(6), 9-11.

This study, based on a two-year collection of data from Seattle schools, found that the school principal is crucial to academic achievement, particularly for low-income and minority students. Teacher perceptions of the principal as an instructional leader were especially important.

Ball, D. L., Phelps, G., Rowan, B., & Schilling, S. (2003). *Measuring teachers' content knowledge for teaching reading: Elementary reading release items*. Ann Arbor, MI: Study of Instructional Improvement.

This document includes questions that can be used to test teachers' knowledge of various aspects of reading instruction, including text, language, and reading processes. The authors suggest that these questions can be used to encourage teachers to reflect on reading and their students' performance, and also in professional development efforts.

Blase, J., & Blase, J. (2004). *Handbook of instructional leadership: How successful principals promote teaching and learning* (2nd ed.). Thousand Oaks, CA: Corwin Press.

This book is based on a study that showed that the most effective principals provide powerful instructional leadership and work to create "professional learning communities" within their schools. To help principals follow that example, Blase and Blase offer analysis and practical ideas for reaching these goals. Details are provided regarding ways to build trust, encourage teachers' self-reflection and development, and motivate staff towards excellence.

Burch, P., & Spillane, J. P. (2003). Elementary school leadership strategies and subject matter: Reforming mathematics and literacy instruction. *The Elementary School Journal*, 103(5), 519-535.

Burch and Spillane studied the relationship between administrators' leadership strategies and their views of school subjects, including reading and math. They found that school leaders focused on improving literacy instruction through teacher input and providing literacy instruction that applied to many subject areas. Many leaders also stated their belief in the value of using in-school and external experts to improve instruction.

Carlson, K. G., Shagle-Shah, S., & Ramirez, M. D. (1999). *Leave no child behind: A baker's dozen strategies to increase academic achievement*. Chicago: Chicago Schools Academic Accountability Council. (ERIC Document Reproduction Service No. ED436615)

This article is based on a survey of 32 principals in Chicago schools that showed high levels of improvement in student achievement. The principals' responses were condensed into 13 strategies that school leaders can use to promote



improvement in their schools. These strategies were valuable in diverse schools with a range of student backgrounds and levels.

Covey, D. (2004, March/April). Becoming a literacy leader. *Leadership*, 34-35.

Covey describes the challenges secondary school leaders face as a result of incoming students' poor literacy skills. She notes that it is difficult for these leaders to obtain resources for literacy efforts, and describes an organization that provides assistance to secondary principals and district administrators in this situation.

D'Agostino, J. V. (2000). Instructional and school effects on students' longitudinal reading and mathematics achievements. *School Effectiveness and School Improvement*, 11(2), 197-235.

Using data on school leadership features and student achievement, D'Agostino found that schools with high levels of "teacher collegiality, support for innovation, principal leadership, goal agreement, and community support" had the highest level of effective instruction and also the greatest gains in math achievement. This study supports the need for the presence of those school characteristics for the improvement of student outcomes.

Deal, T. E., & Peterson, K. D. (2000). Eight roles of symbolic leaders. In *The Jossey-Bass reader on educational leadership* (pp. 202-214). San Francisco: Jossey-Bass.

Deal and Peterson present a portrait of the school leader's symbolic function within the school environment. They state that leaders' actions, beliefs, and communication with others can fundamentally impact the school in ways that they may not perceive. By understanding and improving upon school leaders' symbolic importance to the school, Deal and Peterson believe that schools can become tightly knit, higher-achieving educational communities.

Diamantes, T. (1996). *What do principals think about their reading programs?* (ERIC Document Reproduction Service No. ED398563)

For this study, elementary school principals were surveyed regarding their opinions of their schools' reading programs. Diamantes found that the principals' views were inconsistent with each other, in that each had their own view of the importance of reading in the curriculum, the significance of various components of reading, and their own level of responsibility in determining reading goals for the school.

Drago-Severson, E. (2004). *Helping teachers learn: Principal leadership for adult growth and development*. Thousand Oaks, CA: Corwin Press.

By examining case studies of 25 schools across the U.S., Drago-Severson compiled effective ways to create a school atmosphere of teacher learning and development. She reviews the principles of adult learning and describes their relation to planning effective teacher development opportunities. Drago-Severson



also provides creative ways to obtain the resources needed to provide this development and support to teachers.

Eisner, E. W. (2001). What does it mean to say a school is doing well? *Phi Delta Kappan*, 82(5). 367-372.

In this article, Eisner offers other measures by which a school's success in educating students might be measured, rather than defining success only with high test scores. He argues that evaluation of schools must be used for improving the educational process, and that the current system of standards and test scores does not necessarily accomplish this goal. Overall, Eisner calls for a wider vision of school quality that is not confined solely to achievement on standardized tests.

Elmore, R. F. (2000). *Building a new structure for school leadership*. Washington, DC: Albert Shanker Institute.

Elmore argues that the only way for schools to succeed with standards-based reform is to engage in the improvement of instruction on the classroom level, which requires new responsibilities and roles of school leaders. For Elmore, this new structure for instructional leadership can more effectively deal with the demands of reform, and is more likely to lead to large-scale improvement.

Evans, R. (2000). The authentic leader. In *The Jossey-Bass reader on educational leadership* (pp. 287-308). San Francisco: Jossey-Bass.

Evans describes the importance and function of a personal philosophy, vision, and strategy for the school leader. Evans argues that by considering and clearly communicating his or her beliefs, the school leader becomes more "authentic" and, over time, more effective.

Fox, D. (2003, November/December). Guiding instruction through assessment. *Leadership*, 14-17.

Fox argues that rather than simply setting aside test data once they are compiled, schools should instead actively use those results to shape instruction in the school. Fox offers a brief overview of the process of analyzing and using data, as well as specific examples based on sample data.

Fullan, M. (2000). Leadership for the twenty-first century: Breaking the bonds of dependency. In *The Jossey-Bass reader on educational leadership* (pp. 156-163). San Francisco: Jossey-Bass.

Fullan argues that principals have in the past accepted and struggled to implement changes in their schools that have been mandated by outside sources. Rather than continue this "dependency," Fullan presents guidelines for principals seeking to find and implement their own answers to their schools' challenges. The guidelines include ways to work with resistance to new ideas and to sustain hope in the face of difficulty.



Gimbel, P. A. (2003). *Solutions for promoting principal-teacher trust*. Lanham, MD: Scarecrow Press.

Trust is a crucial component of implementing change in schools, and Gimbel provides effective strategies for principals to use in building trust with teachers. Using personal experiences and research, Gimbel offers activities and encouragement for administrators as they work toward establishing a trustful school environment.

Glasser, W. (2000). We need noncoercive lead-management from the state superintendent to the teacher. In *The Jossey-Bass reader on educational leadership* (pp. 28-37). San Francisco: Jossey-Bass.

In this essay, Glasser describes the contrast between “boss-management” and “lead-managing.” He argues that lead-managing is a superior form of management for school structures due to its focus on problem-solving and facilitating improvement. Glasser provides examples of how lead-managing can function in the school setting among teachers and principals.

Goldman, E. (1998). The significance of leadership style. *Educational Leadership*, 55(7), 20-22.

In this article, Goldman describes how the principal’s leadership style can impact an entire school, all the way to the instruction in the classroom. Goldman states that leaders must review the values that shape their leadership and thus change the practices of the school.

Gupton, S. L. (2003). *The instructional leadership toolbox: A handbook for improving practice*. Thousand Oaks, CA: Corwin Press.

Gupton offers a range of “tools” that principals can use to improve instruction and student outcomes, based on contemporary educational administration research and theory. Gupton defines the principal’s role, describes an effective process of school management and supervision, emphasizes the importance of a positive school culture, and provides communication and change strategies to improve the effectiveness of any school leader.

Hansen, J. M., & Childs, J. (1998). Creating a school where people like to be. *Educational Leadership*, 56(1), 14-17.

In this article, Hansen and Childs describe a high school in Utah that has successfully created a climate of support and encouragement for students, and argue that such a climate improves student behavior, achievement, and attitude. The authors offer suggestions and observations to assist school leaders in creating a similar environment in their own schools.

Interstate School Leaders Licensure Consortium. (1996). *Standards for school leaders*. Washington, DC: Council of Chief State School Officers.

These are standards for school leaders created by personnel from state education agencies and professional education organizations. The standards are



intended to improve the level of practice of school leadership and thus to improve student outcomes.

Izumi, L. T. (2002). *They have overcome: High-poverty, high-performing schools in California*. San Francisco: Pacific Research Institute for Public Policy. (ERIC Document Reproduction Service No. ED469963)

This study considered eight schools in California with high student achievement and high student poverty levels. Izumi found that the principals of these schools were strong leaders and possessed clear goals and philosophies for their leadership. These principals also selected research-based reading curricula, based instruction on the state standards, used frequent assessment to refine instruction, and provided professional development based on subject matter and state standards. Parent involvement was also valuable to these principals.

Lambert, L. (1998). *How to build leadership capacity. Educational Leadership, 55(7), 17-19.*

Lambert points to the importance of building leadership abilities among all participants in the school environment. Through collaboration and professional development, Lambert argues, schoolwide improvement can be better facilitated.

Lawrence, C. M. (2004). *Literacy for all children: A formula for leaving no child behind*. Lanham, MD: Scarecrow Education.

In this book, Lawrence offers a personal tale of her efforts as a principal to increase her involvement in the classroom and improve student reading achievement in her school. This insider account of the challenges faced daily in schools provides insight into ways to deal with those challenges and attain success.

Leithwood, K., & Steinbach, R. (1995). *Expert problem solving: Evidence from school and district leaders*. Albany: State University of New York Press.

In this book, Leithwood and Steinbach present their research into the problem-solving processes used by educational leaders. They studied a variety of educational leaders with differing backgrounds and levels of experience, and describe the challenges and successes of these individuals. "Expert" thinking is presented as a model for other educational leaders to follow in their own problem-solving scenarios.

Lepard, D. H., & Foster, A. G. (2003). *Powerful leadership development: Bridging theory and practice using peers and technology*. Thousand Oaks, CA: Corwin Press.

This book offers extensive activities and materials for individuals to complete as they work toward improving their own leadership capabilities. Using professional organizations' standards for educational leaders, combined with a peer review process, Lepard and Foster assist prospective and current leaders in their personal and professional growth.



Lindstrom, P. H., & Speck, M. (2004). *The principal as professional development leader*. Thousand Oaks, CA: Corwin Press.

This book presents a process for principals to follow as they plan effective professional development opportunities for their teachers. Tools such as worksheets, surveys, and rubrics are provided for planning and evaluating professional development efforts. Lindstrom and Speck argue that well-thought-out professional development can improve teacher skills and student outcomes, and the principal is an integral part of the professional development process.

Little, J. W. (2000). Assessing the prospects for teacher leadership. In *The Jossey-Bass reader on educational leadership* (pp. 390-418). San Francisco: Jossey-Bass.

Little extends the realm of leadership to teachers, calling for the use of peer observation, peer coaching, and master teachers to improve instruction. Little provides five conditions that affect the school's capability for implementing teacher leadership: the nature of teacher leaders' work, their symbolic roles, the structure of leadership agreements, incentives and rewards, and local policy support.

Marple, J. M. (2002). *An insider's guide to making school systems work*. Lanham, MD: Scarecrow Press.

Marple simplifies the process of creating a successful school system by dividing it into three parts: the minimum organizational requirements, a management system, and an improvement process. Marple argues that by focusing on these basics, the complications of politicized efforts can be reduced and decision-making vastly improved.

Marsh, D. D. (2000). Educational leadership for the twenty-first century: Integrating three essential perspectives. In *The Jossey-Bass reader on educational leadership* (pp. 126-145). San Francisco: Jossey-Bass.

Marsh offers a redefinition of the role of the principal, considering new demands placed on schools and anticipated demands of the future. Integrating information on recent and upcoming school reform, Marsh describes practical ways for principals to address these reforms and adapt their leadership techniques to new perspectives on educational leadership.

Maurer, R. (1996). *Beyond the wall of resistance: Unconventional strategies that build support for change*. Austin, TX: Bard Books.

Although this book does not specifically focus on educational change and reform, the strategies it offers may be applied in school settings, or anywhere that leaders are facing difficulty in implementing change. Maurer argues that striving to understand and respect those who challenge the change effort is the first step in successfully making them into allies in the change. Maurer also points out the value of resistance in its encouragement of caution and compromise.



McCardle, P. & Chhabra, V. (Eds.) (2004). *The voice of evidence in reading research*. Baltimore, MD: Brookes Publishing.

The editors, together with other 30 other well-respected figures in the field of reading instruction, present a clear, comprehensive exploration of reading research. The book outlines the importance of using research evidence to guide practice, examines scientific reading research studies, reviews the National Reading Panel findings and introduces new findings related to phonemic awareness, fluency, vocabulary, and comprehension. The volume also deals with a myriad of other topics such as practical classroom issues, the relationship between brain function and reading ability, and educational policy and its relationship to reading research.

McColskey, W., & McMunn, N. (2000). *Strategies for dealing with high-stakes state tests*. *Phi Delta Kappan*, 82(2), 115-120.

McColskey and McMunn note that it is sometimes difficult for school leaders to balance the need to quickly raise test scores with the desire to truly improve students' learning experiences. In this article, they offer suggestions for ways test results can be discussed and utilized to enrich instruction, as well as practical strategies for effecting long-term change.

McEwan, E. K. (1998). *The principal's guide to raising reading achievement*. Thousand Oaks, CA: Corwin Press.

McEwan provides a summary of research related to reading, fundamental ideas regarding reading, and possible reasons for low reading achievement. She also describes practical ways to improve reading achievement, including strategies for supporting teachers, involving families and the community, and building enthusiasm for reading.

McEwan, E. K. (1998). *Seven steps to effective instructional leadership*. Thousand Oaks, CA: Corwin Press.

McEwan presents seven steps principals and other instructional leaders can follow to develop effective leadership skills for use in their schools. She offers practical ways that principals in a variety of schools have enacted these steps. Checklists are provided to assist principals as they work on their own leadership development.

McEwan, E. K. (2002). *Teach them ALL to read: Catching the kids who fall through the cracks*. Thousand Oaks, CA: Corwin Press.

School and district administrators will find relevant information in this book regarding the instruction students need to become successful readers. McEwan provides details on aspects of reading that are crucial to students' success, and offers a checklist of "Fifty Strategies to Build a Reading Culture."

McEwan, E. K. (2002). *Ten traits of highly effective teachers: How to hire,*



ideas and strategies for attaining this ideal. McEwan also includes personal stories from principals to demonstrate how these traits are enacted. By personifying these traits, McEwan argues, principals can create a stronger learning community for staff and students with greater levels of achievement.

Mid-continent Research for Education and Learning. (2000, March).

***Leadership for school improvement* (Rev. ed.). Aurora, CO: Author.**

This document provides an overview of contemporary research in educational leadership, and describes the challenges and processes of change and reform in schools. The authors offer various views of school leaders' roles, and argue that school leaders need a wide-ranging set of skills and characteristics in order to succeed in the schools of the future.

Murphy, J. (2004). *Leadership for literacy: Research-based practice, Pre-K-3*. Thousand Oaks, CA: Corwin Press.

Murphy examines four primary areas at the intersection between instructional leadership and literacy instruction, including quality instruction, school effectiveness, and successful reading programs. Based on a compilation of research, Murphy argues that the development of literacy in young children is essentially linked to school leaders' efforts.

Nolan, J., Jr., & Hoover, L. A. (2004). *Teacher supervision and evaluation: Theory into practice*. Hoboken, NJ: Wiley.

Nolan and Hoover describe the knowledge and skills needed to be an effective supervisor of teachers, including ways to evaluate teacher performance fairly and accurately. Nolan and Hoover argue that by creating a high-quality system for teacher supervision and evaluation, schools can better meet staff and student needs, as well as standards for student performance.

Peterson, K. D. (1999, March). The role of principals in successful schools.

***Reform Talk*, 3. Retrieved June 8, 2004, from**

http://www.wcer.wisc.edu/ccvi/pub/ReformTalk/Year_1999/Mar_1999_Reform_Talk_3.html

In successful schools, according to Peterson, principals provide leadership in crucial areas that significantly impact the outcomes of students. Because of this,



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Peterson says, it is exceptionally important that principals be well-prepared and effective leaders in those areas.

Peterson, K. D., & Deal, T. E. (1998). How leaders influence the culture of schools. *Educational Leadership*, 56(1), 28-30.

Peterson and Deal describe how some schools have developed "toxic" cultures that impede their ability to provide positive learning experiences for students. The authors offer examples and strategies for promoting positive school culture, and argue that implementing these will improve student achievement and staff satisfaction.

Phelps, G., & Schilling, S. (in press). Developing measures of teachers' content knowledge for teaching reading. *The Elementary School Journal*.

This study reviews what teachers need to know to teach reading, and how that knowledge can be tested to determine their level of mastery of this information. The authors tested a measure of teachers' knowledge of reading on 1,542 elementary teachers, and argue that knowledge of reading is truly necessary for teachers to carry out successful reading instruction.

Rathvon, N. (2004). *Early reading assessment: A practitioner's handbook*. New York: Guilford Press.

This practitioner-oriented book provides tools for screening and assessing K-2 students at risk for reading problems and evaluating the effectiveness of interventions. The volume includes reviews of 42 specific reading assessment measures which analyze each test for psychometric soundness and usability and the administration, scoring, and interpretation procedures needs among other practical information such as where to obtain the measure and the associated cost.

Richardson, M. D., & Lane, K. E. (1996). Teachers' perceptions of principals' attributes. *Clearing House*, 69(5), 290-292.

Richardson and Lane offer research to support the idea that principals in successful schools are typically viewed by teachers as active leaders and learners. Understanding teachers' expectations also impacted the principals' performance.

Rossow, L. F., & Warner, L. S. (2000). *The principalship: Dimensions in instructional leadership* (2nd ed.). Durham, NC: Carolina Academic Press.

Rossow and Warner describe the change in the role of the principal from manager to instructional leader, and offer ways for principals to succeed in this new role. This wide-ranging book also covers topics such as staff motivation, classroom management, decision-making, curriculum choices, special education, business management, community relations, and legal concerns for principals.



Sanacore, J. (1997). Guidelines for successful reading leaders. *Journal of Adolescent and Adult Literacy*, 41(1), 60-63.

Sanacore offers guidelines for effective reading leadership, which include keeping one's knowledge of literacy issues current, working collaboratively with staff, supporting a variety of learning styles and assessment techniques, promoting lifelong literacy, and involving parents in literacy efforts.

Schmoker, M. (2003). First things first: Demystifying data analysis. *Educational Leadership*, 60(5), 22-24.

Schmoker notes the difficulty many district- and school-level administrators face in analyzing the data they receive from various sources. He argues that administrators should define simple goals for data analysis, consider the data's relationship with instruction, and avoid over-analysis of the data. For Schmoker, the best analyses of data are simple, focused, and powerful.

Spiri, M. H. (2001, May). *School leadership and reform: Case studies of Philadelphia principals*. Philadelphia: Consortium for Policy Research in Education.

This description of principals' role in a citywide school reform effort demonstrates the need for principals' active involvement in the implementation of change. This case study of principals undergoing change in their schools discusses the ways principals interpret their roles and their level of preparation for taking on new roles as a result of change.

Streifer, P. A. (2002). *Using data to make better educational decisions*. Lanham, MD: Scarecrow Press.

This book describes detailed means of utilizing data for decision-making, including the use of data analysis software, strategies for effecting change based on data, and sample scenarios concerning data use. Streifer includes practical tools and ideas for administrators seeking to better understand through the power of data the challenges their schools face and ways to resolve them.

Sugai, G. M., & Tindal, G. A. (1993). *Effective school consultation: An interactive approach*. Pacific Grove, CA: Brooks/Cole.

This book provides various approaches to consultation and collaboration in the school setting. Organizational, advocacy, mental health, and behavioral approaches are discussed, and their value for school leaders described. Sugai and Tindal argue that these forms of consultation can provide structure and a rationale for the problem-solving process.

Sullivan, S., & Glanz, J. (2000). *Supervision that improves teaching: Strategies and techniques*. Thousand Oaks, CA: Corwin Press.

Sullivan and Glanz move beyond theory to provide practical strategies to improve instruction through effective supervision of teachers. They also offer tools for qualitative and quantitative observation, resources for traditional and alternative supervisory structures, and reproducible worksheets and charts.



Wepner, S. B., Strickland, D. S., & Feeley, J.T. (Eds.) (2002). *The administration and supervision of reading programs* (3rd ed.). New York: Teachers College Press.

This collection provides updated, research-based information on creating reading success for pre-elementary to college students. The authors offer strategies for many elements of reading programs, including teacher development, technology use, community relations, and accountability issues.